DOCUMENT RESUME

ED 153 350 EA 010 537

TITLE Goals Bank.
INSTITUTION Rhode Island State Dept. of Education, Providence. Bureau of Technical Assistance.
PUB DATE [78]
NOTE 12p.; For related documents, see EA 010 533-39

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS Administrative Personnel; *Educational Objectives; Elementary Secondary Education; School Systems
IDENTIFIERS *Goals Bank; *Local Planning and Assessment Process; Rhode Island

ABSTRACT

The goals bank is one of a number of support services currently being developed by the Rhode Island Department of Education to help school districts begin implementing the Local Planning and Assessment Process. The bank was designed to mark out general areas, to describe what a goal looks like, and to present the reader with a multitude of examples. Districts may reject any or all of the goal statements contained in the bank, modify them, or add to them. The bank consists of a series of broad outcome statements that address themselves to the seven goal areas established by the board of regents in 1975: the personal, social, cultural, economic, aesthetic, political, and physical. In addition, the bank covers an eighth goal--the learning environment. Within each of these goal areas, outcome statements have been generated for each of the three learning domains: the cognitive, affective, and psychomotor. (Author/IRT)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED153350

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

GOALS BANK

Rhode Island Department of Education
Bureau of Technical Assistance
Support Services Unit

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Rhode Island Dept. of Educ.

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

Introduction

The Goals Bank is one of a number of support services currently being developed by the Rhode Island Department of Education to help school districts begin implementing the Local Planning and Assessment Process (LPAP). It is intended as a resource document to help local districts undertake the goals development part of LPAP.

What Is the Goals Bank?

The Bank consists of a series of broad outcome statements that address themselves to the seven goal areas established by the Board of Regents in 1975: These seven goal areas are: (1) the personal (2) the social (3) the cultural (4) the economic (5) the aesthetic (6) the political (7) the physical. In addition, the Bank covers an eighth goal area – the learning environment. Within each of these goal areas, outcome statements have been generated for each of the three learning domains: the cognitive, the affective and the psychomotor.

What are its characteristics?

These outcome statements, some 267 in all, are not meant to delineate specific or actual achievements which a district may expect to attain at some definite point in time, but rather to identify ultimate end states toward which to strive. They reflect the ideal outcomes of education, the outcomes we would like to see come true if we had unlimited resources with which to work. Thus the Bank intentionally omits any reference to specific student populations, measurable achievements or particular evaluative methodologies.

This is not to say that such things are unimportant in developing curriculum, only that such pragmatic considerations should be taken up at a later point in the Local Planning and Assessment Process. In setting goals the aim should be to create a vision of what education **ought** to be and to do, rather than to enumerate the things that it is expedient to do in the immediate future.

For similar reasons the Goals Bank includes very few goals which focus on basic literacy and numeracy skills. Such skills are implicit as prerequisites for achievement of all the goals in the Bank. Basic skills are critical, to be sure, but they ought not to be the only focus of local efforts. While literacy is important, so too are social, cultural and aesthetic goals. The Bank was developed in the belief that education can and should provide more than basic skills and vocational preparation.

It should also be noted that each goal is seen as equally valid as every other goal, which is to say that they have not been ranked in any special order. Individual districts, however, will no doubt want to select some goals as more important than others. That is as it should be, for priorities ought to be identified at the local level.

The Goals Bank is comprehensive, but it is not exhaustive. Nor could it be. A set of educational goals, even one developed specifically for use state-wide, cannot satisfy everyone, not even when the state is Rhode Island, the smallest of them all. It cannot do so because local educational needs vary widely from community to community. The absense of any goal or set of goals should not, therefore, be construed to mean that the Department of Education believes that they are unimportant, or of lesser importance than those that do appear in the Bank.

What is its purpose?

The Bank was designed to mark out a general area, to describe what a goal looks like and to present the reader with a multitude of examples. It is meant, therefore, to serve as both a resource and a stimulus. Although districts participating in LPAP are required to establish goals for themselves, they are not required to adopt any of the goals in the Bank as their own. (They may, of course, do so if they wish.) They may reject any or all of the goal statements contained in the Bank, modify them or add to them. They may criticize them, praise them or even ignore them. We hope that they will at least debate them and in so doing identify the educational outcomes they consider important. If that happens, the purpose for which the Bank was created will have been fulfilled.

What are the criteria for a goal statement?

The following guidelines were used to construct the goal statements contained in the Bank. It is suggested that the same guidelines be followed in adapting or adding to these statements. [1]

- A goal statement should be composed of a named student outcome.
- A goal statement should reflect a level of achievement equivalent to at least the third level in Bloom's taxonomy. [2]
- A goal should identify or reflect the goal area to which it addresses itself.
- A goal should be more abstract than a program objective or an instructional objective.
- A goal should reflect the ideal level of attainment.

EA 010 537

- A goal should be usable without reference to specific populations, measurable achievements or particular evaluative instruments.
- A goal should lend itself easily to the development of program objectives and instructional objectives.
- A goal should specify an outcome that is distinct from all other outcomes to be specified.

What other resources are available?

A number of school departments and other educational agencies across the country have developed complete goal-setting packages . These packages contain lists of pre-selected goal statements and outline a variety of methods for selecting and prioritizing goals. Information on these goal-setting kits can be obtained by contacting the Program Development Consultant for your district (277-2821) or the Education Information Center (277-2035) at the Department of Education.

[1] A process for reviewing, approving and disseminating goal statements is being developed so that new ones can be added to the Bank as districts develop them.

[2] Benjamin S. Bloom, ed., *Taxonomy of Education Objectives: Handbood I-Cognitive Domain* (New York: David McKay, 1956). David Krathwohl, et al., *Taxonomy of Education Objectives: Handbook II-Affective Domain* (New York: David McKay, 1964).

THE GOALS BANK

REGENTS GOAL AREA: PERSONAL

1. The student will recognize that a person's emotions affect how one behaves.
2. The student will perform selected physical activities at a "naturalized" level of competency.
3. The student will formulate a reasonable self-program of systematic physical exercise.
4. The student will plan personal resources (time, money) to pursue an area of interest.
5. The student will determine the degree to which an activity relates to his own personal needs, skills, and physical capabilities.
6. The student will display a sense of personal pride, self-identity, and accomplishment through chosen leisure activities.
7. The student will demonstrate habits of self-direction in areas of personal interest.
8. The student will demonstrate habits of self-motivation and self-evaluation in areas of personal interest.
9. The student will relate local and national issues to her own value system.
10. The student will describe a personal code of ethics which reflects responsible behavior toward herself and others.
11. The student will use her leisure time in a personally meaningful way.
12. The student will understand the relationship between his values and actions.
13. The student will display the skill of personally defining new situations.
14. The student will demonstrate self-reliance appropriate for his age by acting independently in given situations.
15. The student will propose solutions to personal problems.
16. The student will use a variety of resources in solving personal problems.
17. The student will demonstrate a variety of purposes in use of leisure time.
18. The student will display habits consistent with good physical health.
19. The student will demonstrate thoughtful[illegible]tion in a wide variety of situations.
20. The student will demonstrate individuality in a way that promotes personal growth.
21. The student will act on personal values in a way which enhances self-understanding and self-worth.
22. The student will seek an environment which maximizes personal growth.
23. The student will seek to maximize his personal identity in each new situation.
24. The student will formulate a plan of living consistent with her abilities, interests, and beliefs.
25. The student will analyze his own attitudes and values.
26. The student will organize his personal goals and values in light of past experiences.
27. The student will identify common and unique personal reactions to a variety of situations.
28. The student will use a variety of means to communicate her personal values and attitudes.
29. The student will value humor in developing self-worth.
30. The student will achieve a sense of community by building shared personal meanings.
31. The student will define himself in response to both the way the world is and his desire to change the world.
32. The student will appraise his motives for his actions.
33. The student will review her stated opinion of given matters in light of new information.
34. The student will integrate principles of healthful living to arrive at a personal plan of daily activities.
35. The student will revise personal plans of action in light of new criteria.
36. The student will propose alternate plans to pursue personal goals.
37. The student will use community resources to pursue personal goals.
38. The student will articulate a realistic estimate of his own abilities and strengths.
39. The student will accept responsibility for her own behavior.

REGENTS GOAL AREA: SOCIAL

1. The student will join community-based group(s) that have a community purpose.
2. The student will recognize the lawful rights of individuals in complex social interactions and events.
3. The student will recognize the need for balance between individual freedom and social responsibility in a democracy.
4. The student will recognize that how a person behaves in a given situation is influenced by values and social customs.
5. The student will participate effectively in a group-oriented game, activity, exercise, etc.
6. The student will recognize physical and psychological maturation as influencing behavior.
7. The student will demonstrate good interpersonal communication skills in daily communications.
8. The student will recognize general psychological influences on behavior.
9. The student will defend the lawful rights of individuals in complex social interactions and events.
10. The student will analyze and judge probable causes of current social problems.
11. The student will react maturely to interpersonal and social stress.
12. The student will be aware of social customs peculiar to various cultural milieu.
13. The student will recognize various helping and hindering roles in group situations.
14. The student will display helping roles in group situations.
15. The student will interpret verbal and non-verbal behaviors which restrict or enhance communication.
16. The student will actively listen to another individual's explanation or expression.
17. The student will use appropriate written communication to individuals or groups.
18. The student will choose to be involved in self-selected group activities.
19. The student will demonstrate awareness of current social problems.
20. The student will formulate alternate solutions to possible social problems.
21. The student will verbally express personal positions on current social issues.
22. The student will recognize potential interpersonal or social problems.
23. The student will be aware of the variety of functions of institutions in our society.
24. The student will be aware of community social resources.
25. The student will analyze bias toward any group or individual.
26. The student will actively respond to acts that violate human dignity.
27. The student will distinguish between asocial, antisocial and illegal acts.
28. The student will propose a process for handling situations in which one's rights have been violated.

REGENTS GOAL AREA: CULTURAL

1. The student will demonstrate an understanding of world culture through a study of her culture, society and geography.
2. The student will demonstrate an appreciation of the differences and similarities between subcultures in our own society.
3. The student will display an understanding of the historical development of the arts in western culture.
4. The student will respect the different goals, life styles and mores of identified subcultures within our society.
5. The student will cooperate with people of different ethnic cultures within our society.
6. The student will demonstrate a knowledge of the history of our own culture and other cultures.
7. The student will respect the history of our own American culture and other cultures.
8. The student will value cultural pluralism.
9. The student will show an appreciation for and knowledge of the principal cultures of the world.
10. The student will appreciate the knowledge of a foreign language as a basis for understanding a culture different from his own.
11. The student will be able to describe how western philosophies have been influential in defining our contemporary culture.
12. The student will appreciate the role science and technology play in determining our modern culture.
13. The student will describe relationships between contemporary literature and current cultural changes.
14. The student will analyze aspects of his culture as represented in a work of art.
15. The student will identify major works of art and music as expressions of American culture.
16. The student will identify the differences between human circumstances within her own culture.
17. The student will understand the social conflicts that have occurred in his culture.
18. The student will be aware of his own cultural values.
19. The student will accept different subcultures in her society.
20. The student will understand social patterns in his own and other cultures.
21. The student will appreciate the function of the arts as part of culture.
22. The student will display a sense of self-worth based on a positive attitude towards his own culture and minority subcultures within the society.
23. The student will demonstrate an appreciation for the graphic, musical, dramatic and literary arts as representations of her cultural tradition.
24. The student will show an understanding of the contributions that specific ethnic groups have made to American culture.

REGENTS GOAL AREA: ECONOMIC

1. The student will relate his personal characteristics and qualifications to an identified occupational category.
2. The student will compare sources of information related to consumer-related decisions.
3. The student will compare the effect of identified economic influences on various or specific groups and sectors.
4. The student will discriminate among commercial products in terms of consumer-related factors.
5. The student will identify the economic activities related to the basic needs for continued human existence – food, clothing and shelter.
6. The student will appreciate advantages of coined money over bartering as a means of exchange.
7. The student will analyze why both paper money and coins are used in today's economic system.
8. The student will evaluate the effects of government control of the production of paper money on the country's economy.
9. The student will evaluate the effects of domestic recession and inflation on the value of the dollar.
10. The student will describe the effects other countries can have on the value of the American dollar.
11. The student will be able to evaluate the effects of social-economic legislation in terms of its impact on the welfare of others in the society.
12. The student will interpret the effects of social-economic legislation on the economy.
13. The student will predict market conditions on the basis of given values of economic indicators (e.g., cost-of-living index).
14. The student will interpret consumer regulations with respect to specific markets.
15. The student will describe the effect of various national forces on the state economy.
16. The student will evaluate ratings of a consumer product.
17. The student will explain the effect of political groups on economic policy.
18. The student will identify the various factors which determine an individual's credit rating.
19. The student will appreciate the values of maintaining a good credit rating.
20. The student will be able to determine the interest to be paid on a purchase utilizing various types of interest payment plans.
21. The student will determine the advantages and disadvantages of the various types of savings and investment accounts available.
22. The student will accurately complete personal financial and tax forms.
23. The student will appreciate the plight of the economically disadvantaged in America.
24. The student will choose from among several economic systems the system under which he would most prefer to live.
25. The student will explain the characteristics of occupations which he finds interesting.
26. The student will analyze the effects various workers and occupations have on his daily life.
27. The student will describe how various occupations function together as a social unit.
28. The student will evaluate the effects advertising may have on the cost of a product.
29. The student will be aware of the many aspects of how a product reaches the market place and the way in which this may affect the cost of the product.
30. The student will be aware of legislation which protects the consumer.
31. The student will describe sources which provide information on where various products may be purchased.
32. The student will seek experiences which provide training related to a desired occupation.
33. The student will participate in a school project which provides work experience in designing, developing, producing and marketing a product or service.
34. The student will analyze the effects of immigration on industrialization and the United States labor market.
35. The student will analyze the reasons for success or failure for business and industries.
36. The student will explain the relationship between industries and urbanization.
37. The student will identify problems about human resources in the United States.
38. The student will explain the advantages of diversification for the national economy.
39. The student will discuss interrelationships that exist among natural resources, human resources and means of production.
40. The student will utilize appropriate skills in solving personal economic problems.
41. The student will distinguish the characteristics common to underdeveloped countries.
42. The student will describe the differences between various economic systems.
43. The student will discuss the features of an economy that place it in a particular economic category.
44. The student will explain the advantages and/or disadvantages of raising, maintaining or lowering the national debt.
45. The student will recognize causes of poverty in the United States.
46. The student will assess the flow of imports and exports in terms of their effect on national economy.

47. The student will analyze problems associated with property clearance projects and urban redevelopment.
48. The student will evaluate the ways in which federal, state and local government exercise their powers of taxation.
49. The student will describe the characteristics of a depression, its effects on society and the steps government can take in preventing a depression.
50. The student will describe ways in which the private business sector is aided or limited by government (local, state or federal) in the United States.
51. The student will explain the relationship which exists between organized labor and management.
52. The student will evaluate the economic effects of increased technology.
53. The student will evaluate measures the United States government has taken to slow or stop inflation during previous inflationary periods.

REGENTS GOAL AREA: AESTHETIC

1. The student will discover a personal meaning or message conveyed by a work of art.
2. The student will acquire a personal artistic technique and preference through free exploration of media and materials.
3. The student will discriminate aesthetically pleasing natural environments from less pleasing ones.
4. The student will use a work of art to interpret his culture to members of another culture.
5. The student will explain how differences in works of art represent differences in creative techniques.
6. The student will interpret her own work of art.
7. The student will describe a natural scene, sound or event as if it were a painting, musical piece, or drama.
8. The student will translate the thought or idea expressed in one art form (e.g., music) to another art form (e.g., poetry).
9. The student will discover important elements of a society through the study of its art.
10. The student will use an art work to communicate a personal idea or thought.
11. The student will interpret the criticisms of a society that are reflected in its works of art.
12. The student will produce an art work that emphasizes sensory experience.
13. The student will design a working or living environment that meets his functional and aesthetic requirements.
14. The student will appreciate the creative and technical processes of art.
15. The student will produce art works that reflect his own life experiences.
16. The student will identify art objects which are produced by a given culture.
17. The student will create an art object that is consistent with the artistic form and style of a given culture.
18. The student will contrast similar art works produced by artists from different cultures.
19. The student will arrange elements of the classroom or school environment to make them reflect a given set of aesthetic standards.
20. The student will develop personal standards of criticism to apply in judging the qualities, craftmanship and value of a work of art.
21. The student will expand his appreciation of the senuous, ethical and social qualities and values of a work of art.
22. The student will explain the common elements in both theme and technique within a selection of paintings, musical pieces and works of art.
23. The student will differentiate the realistic and representational qualities of a work of art.
24. The student will analyze works of art for their portrayal of different human themes.
25. The student will compare the social visions of the creators of various art works.
26. The student will interpret the symbolic aspects of a work of art.
27. The student will interpret the artist's sense of beauty and proportion as presented in a painting, a piece of sculpture or a piece of architecture.
28. The student will analyze how specific events in an artist's life may be represented in his works.
29. The student will appreciate the therapeutic value of the creative process.
30. The student will be aware of his emotional repsonses to works of art.
31. The student will infer a message communicated by a work of art.
32. The student will compare the ideas transmitted by two different works of art on the same topic.
33. The student will reconstruct the cultural and social influences that are reflected in a work of art.
34. The student will freely manipulate a variety of artistic materials and media.
35. The student will discriminate the sensory component of a work of art (e.g., the sounds of various instruments, the textures of materials).
36. The student will demonstrate a personal commitment to the arts.
37. The student will explain the importance of balance in an artistic composition.
38. The student will display a personal style in his preference for art works.
39. The student will question the commentary that modern art makes about contemporary cultures.

REGENTS GOAL AREA: POLITICAL

1. The student will trace our present legal system from its beginnings in English common law.
2. The student will establish reasoned positions on specified current legal issues.
3. The student will distinguish between the use of political slogans and their intended political effect.
4. The student will compare legislative acts with established political positions.
5. The student will describe the various kinds of courts in our legal system, the jurisdiction of each, and their relationship to one another.
6. The student will describe the lawful rights of citizens under the legal system.
7. The student will attempt to bring about political change in a legal manner as justified by analysis of the social and economic conditions of the time.
8. The student will publicly identify instances in which non-political decisions and events are governed by political means.
9. The student will demonstrate a commitment to cooperative democratic processes.
10. The student will be aware of specific methods of supporting and opposing governmental policies.
11. The student will support the creation of laws established to promote the common good.
12. The student will critically evaluate political actions and conditions when his personal evaluation of the current situation reveals inconsistencies, misconduct and the like.
13. The student will encourage the political involvement of all individuals regardless of their personal philosophies.
14. The student will play an active part in politics at all government levels.
15. The student will work to correct inequalities and injustices perpetrated by our legal system.
16. The student will defend the civil liberties accorded the American people by the Constitution.
17. The student will support the just efforts of local, state and federal law enforcement officials.
18. The student will discriminate between the political implications of general political systems such as totalitarianism, socialism and communism.
19. The student will analyze current legal issues in terms of seemingly conflicting legal principles.
20. The student will maintain awareness of local political and legal issues affecting his community and state.
21. The student will evaluate the effects of the penal system on society.
22. The student will assess the historical effect of different U.S. foreign policies on our political system and those of other countries.
23. The student will evaluate the effect on the State of Rhode Island of national political shifts.
24. The student will evaluate local and state of Rhode Island government procedures with those in other states.
25. The student will evaluate the effect of lobbying on legislation and the processes of government.
26. The student will have skills to participate in a democratic society.
27. The student will analyze nationalistic and patriotic appeals.
28. The student will judge whether decisions for the common good interfere with individual rights.
29. The student will judge whether individual rights interfere with societal responsibilities.

REGENTS GOAL AREA: PHYSICAL

1. The student will analyze the consequences to living organisms of altering a portion of the environment.
2. The student will compare alternative land-use proposals utilizing available evidence and predicted impacts.
3. The student will support community and state activities (e.g., sewage treatment, pollution control) which will aid in providing better health to all residents.
4. The student will demonstrate an awareness of inquiry when analyzing the results of scientific invesitgations.
5. The student will understand that biological changes occur within the human body from conception to death.
6. The student will apply accurate information to health-related decisions.
7. The student will display health behavior which will enhance the physical, mental and social well-being of others.
8. The student will recognize the responsibility of people for maintaining (restoring) the dynamic balance of nature.
9. The student will understand the role of energy in maintaining living systems.
10. The student will apply the skills of observing, classifying and measuring to understanding natural phenomenon.
11. The student will recognize the role of man in controlling human disease.
12. The student will arrive at a reasonable accurate conclusion based on data sources such as (1) observations, (2) measurements, (3) tables and graphs and (4) research reviews.
13. The student will utilize available resources (e.g., proper diet, medicine) as needed for personal health.
14. The student will evaluate the effect on the quality of life of alternative means of producing energy.
15. The student will evaluate the effect on the quality of life of alternative means of producing and conserving energy.
16. The student will practice personal habits which preserve the balance of nature.
17. The student will relate the principles of heredity to the actions of man.
18. The student will analyze the effects of one organism on another.
19. The student will utilize the processes of inquiry when investigating natural phenomena.
20. The student will relate stages of growth and development from conception to death.
21. The student will predict the effect of population growth on the environment.
22. The student will act in a manner consistent with recommended energy conservation practices.
23. The student will appreciate the unique ability of organisms to reproduce.
24. The student will predict the consequences of substance abuse.
25. The student will analyze the similarities and differences between the male and female of a species.

REGENTS GOAL AREA: LEARNING ENVIRONMENT

1. Schools will provide opportunity for career awareness and exploration.
2. Schools will provide services and opportunity for development for students with special disadvantages or gifts.
3. Schools will provide knowledgeable and competent personnel.
4. Schools will provide adequate physical facilities for all students.
5. Schools will provide opportunity for debate about and constructive criticism of American society and its institutions.
6. Schools will provide opportunity for exploration of contemporary emerging social issues and conditions.
7. Schools will encourage students to take responsibility and initiative for their education.
8. Schools will encourage pride in the ethnic heritage of all students.
9. Schools will provide opportunity for students to develop and refine decision-making skills.
10. Schools will provide for creative and harmonious relationships among students.
11. Schools will encourage student concern for the quality of the education being provided.
12. Schools will provide an atmosphere which fosters teacher satisfaction and professional development.
13. Schools will provide an aesthetically pleasing environment.
14. Schools will provide adequate resources which respond to various learning styles.
15. Schools will provide for a reasonable balance between required assignments and student-selected assignments.
16. Schools will provide the opportunity for adequate remediation in any learning area.
17. Schools will provide a formal opportunity to integrate and synthesize material from different subject matters.
18. Schools will provide an array of courses which students can elect and an opportunity for students to work them into their program of study.
19. Schools will provide for student growth morally, emotionally and physically, as well as intellectually.
20. Schools will provide opportunity for student participation in curriculum development.
21. Schools will acknowledge each student's competencies.
22. Schools will provide opportunity for students to engage in self-evaluation.
23. Schools will provide opportunity for students to participate in the determining of school rules.
24. Schools will assure speedy and fair justice for infractions of rules.
25. Schools will provide opportunity for students to apply classroom learning to contemporary real problems.
26. Schools will provide for student competence by applying critical standards of excellence in evaluation of all student work.
27. Schools will provide forums for expression of dissenting opinions.